



School Quality Review Report

Bloomingtondale Elementary School

Fort Wayne Community Schools

January 22-23, 2018

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I. Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric aligned to the United States Department of Education's "Eight Turnaround Principles" (see Appendix B). The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.

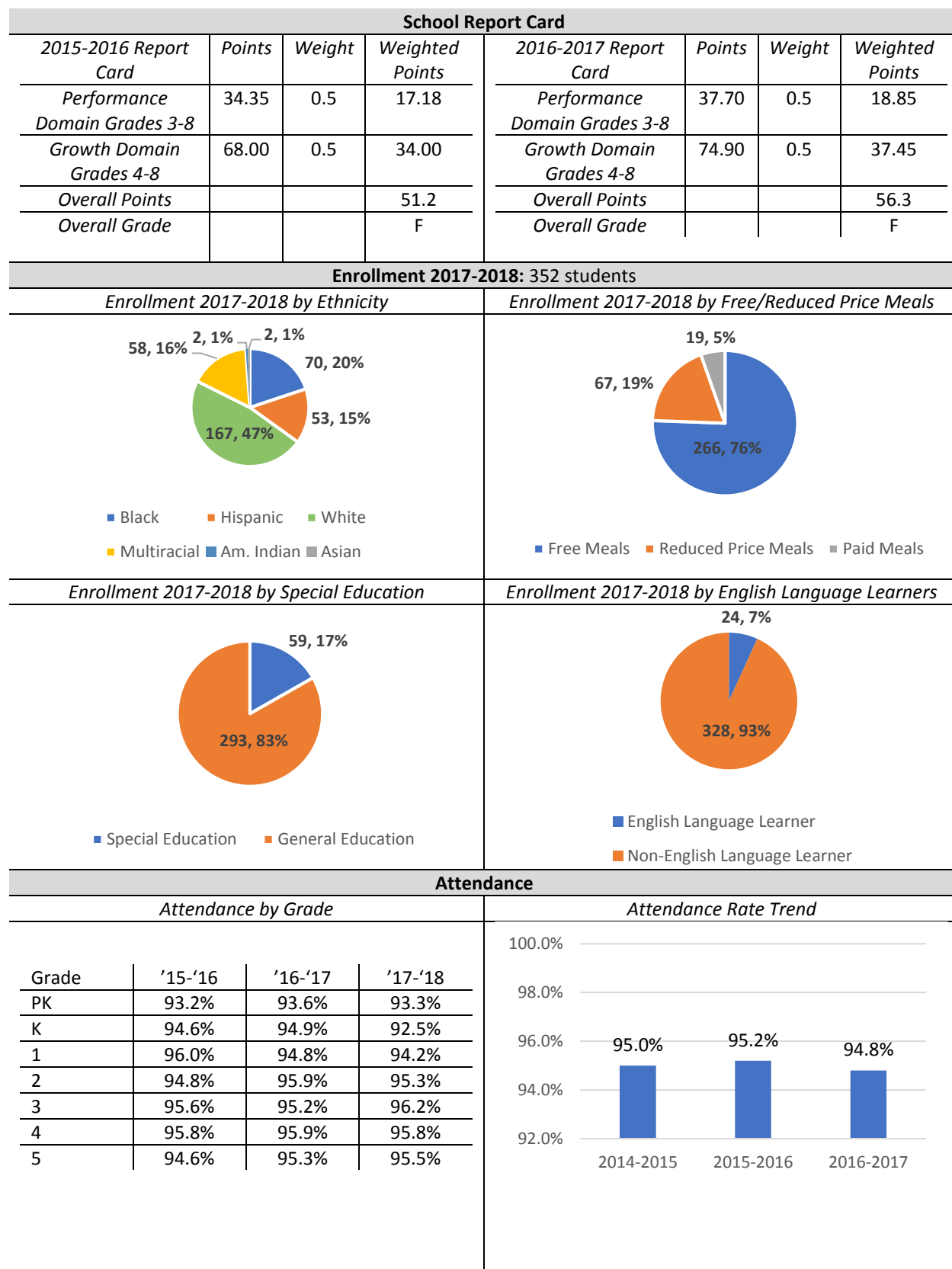
II. Overview of the School Quality Review Process

The School Quality Review process is designed to identify Bloomingdale Elementary School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](#). In particular, the School Quality Review process focused on two Turnaround Principles that were identified as priorities by the school and its district.

The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, an instructional leadership team, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 37 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 22 of 28 teachers participating. Parents were also invited to complete a survey, resulting in the completion of 78 surveys. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

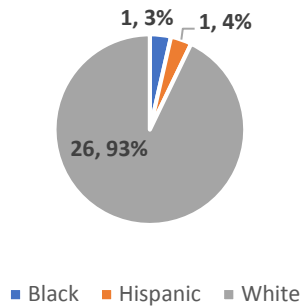
III. Data Snapshot for Bloomingdale Elementary School



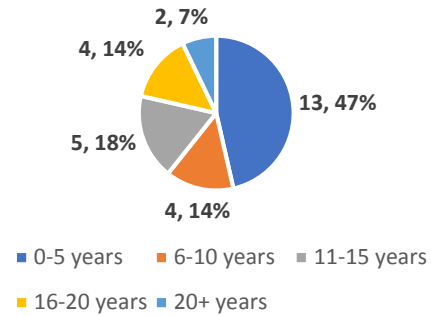
School Personnel

Teacher Count 2015-2016: 28

Teacher Count 2015-2016 by Ethnicity

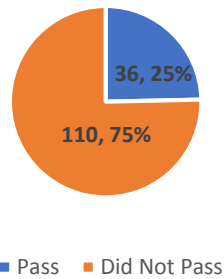


Teacher Count 2015-2016 by Years of Experience

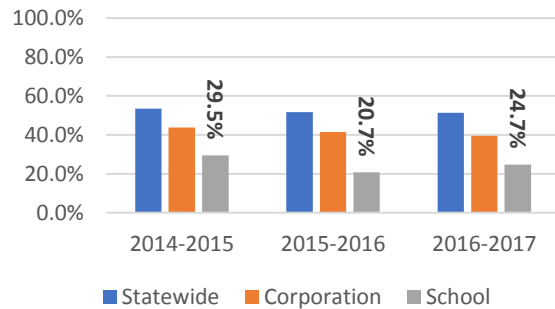


Student Academic Performance

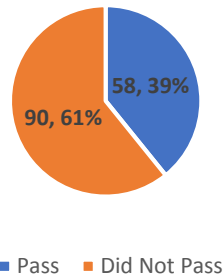
ISTEP+ 2016-2017
Both English/Language Arts and Math



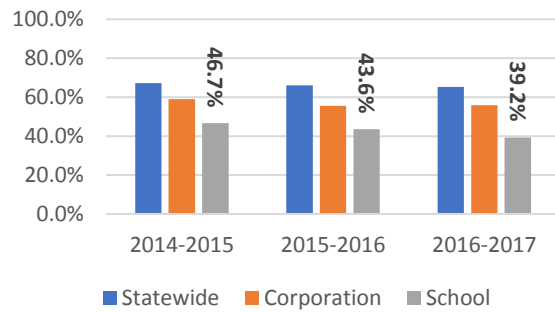
ISTEP+ Percent Passing Trend
Both English/Language Arts and Math



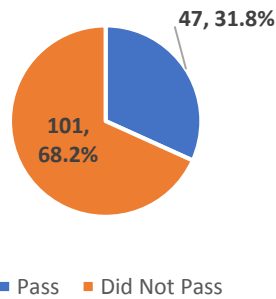
ISTEP+ 2016-2017: English/Language Arts



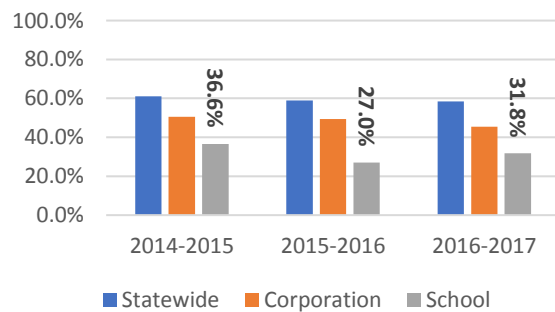
ISTEP+ Percent Passing Trend: English/Language Arts

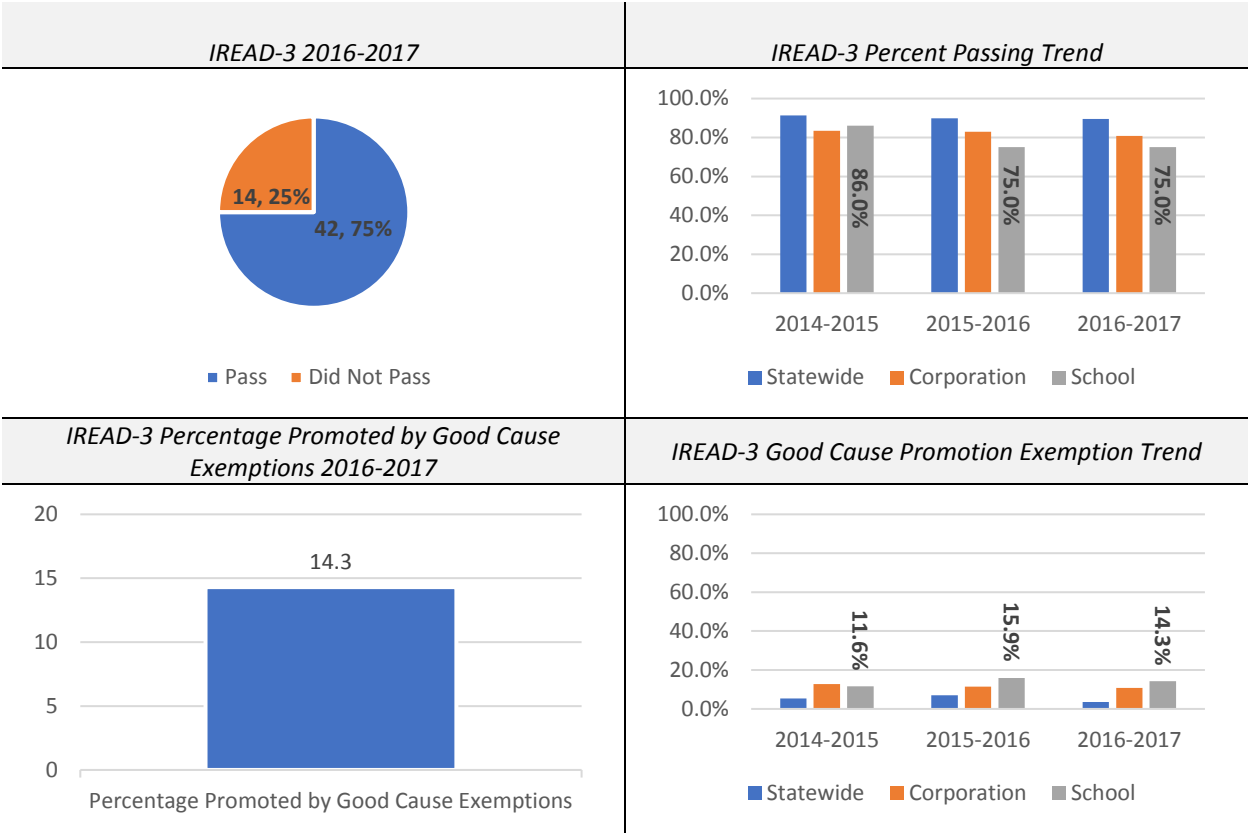


ISTEP+ 2016-2017: Math



ISTEP+ Percent Passing Trend: Math





IV. Evidence and Rating for School Turnaround Principle #2: Climate and Culture

Background

The next two sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other six Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 2: Climate and Culture			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, Community Partner Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>

Evidence	
Strengths	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> While concerns exist about personal safety, many students, staff, and parents expressed their commitment to establishing and maintaining a safe, orderly, and equitable learning environment, if school leadership would initiate and direct the process. 	<ul style="list-style-type: none"> 1.3; 2.1; 2.2; 2.3; 3.6, 8.2
<ul style="list-style-type: none"> Many teachers foster supportive and respectful relationships with students, exhibiting a genuine concern for students' academic success and personal well-being. 	<ul style="list-style-type: none"> 2.1; 2.2; 3.6
<ul style="list-style-type: none"> Although no comprehensive and coherent framework for student behavior management exists at this time, the school corporation has provided sufficient staffing (i.e., administrative assistant, case manager, and therapist), to establish such a framework. 	<ul style="list-style-type: none"> 1.9; 2.1; 2.2; 2.3; 5.4
<ul style="list-style-type: none"> The facility is well-maintained and provides a physical space that supports student learning. 	<ul style="list-style-type: none"> 2.1
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> A comprehensive and coherent system for effective student behavior management is not evident across the school, although adequate and appropriate staffing exists. 	<ul style="list-style-type: none"> 1.3; 1.9; 2.1; 2.2; 2.3; 5.4
<ul style="list-style-type: none"> Disruptive behaviors by students in some classrooms impede instruction and interfere with the maintenance of an atmosphere necessary for student learning. 	<ul style="list-style-type: none"> 1.3; 1.4; 2.1; 2.2; 2.3; 3.2; 3.6; 8.1
<ul style="list-style-type: none"> Concerns about personal safety within the school were expressed by students, parents, and staff. 	<ul style="list-style-type: none"> 2.1; 2.2; 2.3; 8.2
<ul style="list-style-type: none"> Little evidence of the application of Positive Behavioral Intervention and Supports (PBIS) practices, including the use a tiered approach for preventative and responsive practices, was documented. 	<ul style="list-style-type: none"> 1.3; 1.9; 2.1; 2.2; 3.2; 5.3; 5.5

V. Evidence and Rating for School Turnaround Principle #3: Effective Instruction

School Turnaround Principle 3: Effective Instruction			
Evidence Sources			
Classrooms Observations, Individual Staff Interviews, Parent Survey Data, Teacher Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School			
Rating			
1 <u>Ineffective</u>	2 <u>Improvement Necessary</u>	3 <u>Effective</u>	4 <u>Highly Effective</u>
<i>No evidence of this happening in the school</i>	<i>Limited evidence of this happening in the school</i>	<i>Routine and consistent</i>	<i>Exceeds standard and drives student achievement</i>
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> Most educators demonstrated a sincere desire for additional professional development in the use of differentiated instructional strategies. 			<ul style="list-style-type: none"> 1.2; 1.9; 3.1; 3.2; 3.5; 5.3; 5.4
<ul style="list-style-type: none"> Evidence collected during observations and through focus groups, revealed the consistent use of DIBELS assessment data to inform reading instruction. 			<ul style="list-style-type: none"> 3.2; 3.5; 4.4
<ul style="list-style-type: none"> Academic strategies and visual supports (e.g., posters showing equations to calculate area, posters explaining rules of grammar) were visible in most classrooms. 			<ul style="list-style-type: none"> 3.2, 4.4
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
<ul style="list-style-type: none"> While staff expressed a desire to use differentiated instructional practices, consistent employment of such practices was not evident in most of classrooms observed. 			<ul style="list-style-type: none"> 1.2; 3.2; 3.3; 3.5
<ul style="list-style-type: none"> PBIS strategies that reflect highly effective instruction practices and preclude and/or mitigate student off-task behavior and misconduct were not evident in most classrooms. 			<ul style="list-style-type: none"> 1.3, 2.1; 2.2; 2.3; 3.2; 3.6; 5.3; 6.1
<ul style="list-style-type: none"> Across classroom observations, learning objectives were not written in a manner that helped students find relevance in the lesson, particularly in terms of real-world applications. 			<ul style="list-style-type: none"> 1.4, 3.1; 3.2; 3.4
<ul style="list-style-type: none"> Notwithstanding use of DIBELS, collection of formative assessment data was inconsistent within and across grade 			<ul style="list-style-type: none"> 1.5; 3.5; 4.2; 4.3; 6.3

levels, with teachers using different instruments and methods, thus indicating the lack of a systemic process to collect and analyze student performance data throughout the school.

VI. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Bloomingdale Elementary School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Develop and implement a coherent schoolwide framework that establishes and sustains a climate and culture where safety and student achievement are preeminent. This should include a clear definition of roles, processes, and procedures for the prevention and remediation of misbehavior and the promotion and increase of positive conduct.
Aligned Turnaround Principle(s)
1.3, 1.4, 1.9, 2.1, 2.2, 3.2, 3.6, 5.4
Rationale
<p>A safe school environment is the cornerstone for productive teaching and learning, and for cultivating positive interpersonal relationships between all members of the school community. A comprehensive framework for developing and sustaining a climate and culture, where safety and respect are the norm, provides a foundation for high quality instruction. Such instruction is the central component of a system where clearly defined roles and responsibilities for all staff are established in order to effectively prevent and mitigate disruptive and non-compliant student behaviors that detract from learning. The lack of such structure results in concerns about personal safety and interruption to the teaching and learning process. Such concerns were directly communicated by students, staff, and parents during focus groups and through surveys.</p> <p>Although staff have been trained in Trauma Informed Care and PBIS, a coherent approach for implementing and sustaining a ubiquitous climate and culture of safety and student achievement has not been established. Evidence gathered revealed no clear delineation of the roles and responsibilities between the principal, administrative assistant, case manager, and therapist with respect to the preventing, mitigating, and responding to student behavior. For example, no explanation could be provided regarding how a student with anger issues might be referred for individual or small group counseling, and how the student's progress in</p>

developing self-regulation skills would be documented. Secondly, data from classroom observations and from discussions with teachers revealed discrepancy and, in some cases the lack of capacity, in employing high quality instruction, particularly related to instructional strategies and practices that preclude and mitigate student misconduct. Furthermore, no plan for working with classroom teachers to build capacity for such practices, through on-going, job-embedded training, could be explained.

Ultimately, school leadership must recognize that safety, and consequently student achievement, require on a prioritized commitment to establishing and maintaining an environment where structure and order are clearly present, not to the exclusion of affective support and school spirit. To do so, a clear distinction should be made between those who primarily provide therapeutic support, those who aid students in building coping and social skills, and those who are charged with carrying out necessary disciplinary action.

Recommendation 2
Develop a plausible theory of action focused on growing staff members' capacity to routinely and effectually employ evidence-based instructional practices that include: positive classroom management strategies, particularly in organization and planning; objectives-based pedagogy that ensures students' understanding of relevance and that incorporates differentiated "minds-on" as well as "hands-on" activities; and, identification and use of uniform formative and interim assessment instruments within and across grade levels to ensure consistency and afford meaningful analysis of student growth at specific points during a school year and longitudinally, during subsequent years.
Aligned Turnaround Principle(s)
1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6
Rationale
<p>Empirical data support the nexus between teachers' organizational practices and student behavior. Student attributes have a profound influence on the prosocial behavior of other students and other students' ability to concentrate on academic tasks.¹ Management of students' behavior and self-efficacy regarding academic performance begins long before pupils enter the classroom. It entails a commitment and capacity by each teacher to construct and maintain a climate where academic success is the non-negotiable currency. In large part, this is inherently linked to the rationale in the preceding recommendation, but is more pertinent to operation at the classroom level.</p> <p>Despite training in PBIS, there was an absence of classroom climates committed to academic success through use proactive organizational practices. To be sure, teachers, themselves, exhibited a genuine commitment to their students' academic success and well-being. The absence noted pertains neither to staff commitment nor desire, but to the absence of action and/or capacity to create and maintain the climate noted above. It is recommended that PBIS training continue with emphasis on developing teachers' capacity in organizational practices</p>

¹ Stronge, James, H., Tucker, Pamela D., Hindman, Jennifer L., (2004). *Handbook for qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

as they pertain to student management and academic achievement. Furthermore, it is recommended that the continuous use of such practices be monitored by the principal using a well-defined rubric.

Just as there is a direct correlation between classroom organization and behavior, there is a corresponding relationship to sound, fundamental pedagogical practices and student achievement. Inherent in such practice is the development of clear, measurable objectives that are ingredients for mastery of state academic standards. Unless these objectives are deemed relevant by students, they will most likely escape internalization, consequently leading to non-mastery. In simple terms, objectives must be explained to students in understandable terms. Just as importantly, explanations must evoke students' interest, have meaning, and make sense. Once students recognize and internalize the pertinence of their learning objectives, it is critical they engage in classroom activities designed to build cognitive understanding while maintaining the ideas of relevance and personalized meaning.

There was a noted absence of objectives being made relevant to students during lessons in most classrooms. Furthermore, students, themselves, could not explain to observers why they were learning that which was being taught. Therefore, it is highly recommended that instructional staff increase their capacity to develop objectives and to design instruction that transforms static, stated goals for student achievement into relevant and meaningful opportunities for students to build understanding and internalize their learning.

Lastly, a critical ingredient for differentiated practice is the presence of valid, reliable, and readily accessible formative and interim assessment data. Through classroom observations and conversations with certified staff, even at the district level, it was evident that limited formative assessment instruments are available and/or used with uniformity and fidelity within and across grade levels. Without such performance information, teachers and school leaders are handicapped in their efforts to design instruction tailored to students' unique and varied learning needs. Arguably, teachers can still design differentiated lessons and employ differentiated instructional strategies in the absence of such data. They should possess the professional judgement to do so.

Notwithstanding the relationship between available quality formative assessments and instructional design, classroom observations by the review team found a lack of purpose-driven, differentiated instructional practices in classrooms. Based on the premise that teachers' professional judgement is a plausible means for developing differentiated lessons, the noted absence of such lessons suggests that teachers have limited training to do so and/or the use of such lessons are not the emphasis of evaluative monitoring. To this end, it is recommended that teachers develop their ability to design and deliver purposeful differentiated instructional and that the prevalence of such instruction be monitored with the expectation that it be present to the extent reasonably possible.

To address the identified limitations found during the review, leadership should develop a plausible theory of action focused on growing the staff's capacity to routinely and effectually employ classroom practices (particularly in organization, relevance, and differentiation) so as to maximize student mastery of the academic standards. At the school and district levels, it is recommended that pursuit of identifying and using valid, reliable, and readily accessible formative assessment instruments continue. If classroom teachers are expected to develop assessments to accurately measure student progress, it is critical that they have the technical capacity to do so, in order to ensure such assessments accurately align with, and measure mastery of academic standards.

VII. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle #1: Effective School Leadership	
Evidence Sources	
Individual Staff Interviews, Parent Survey Data, Teacher Survey Data, School Leader Self-Assessment, Student Focus Group, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School	
Evidence Summary	
Strengths <ul style="list-style-type: none">• The principal exhibited a desire for continued growth in leadership capacity, as demonstrated, in part, by her participation in the New York City Leadership Academy (NYCLA) and Learning Forward program. (1.10)• Staff reported an improved collegial and cooperative culture after their participation in True Colors training, which was arranged and facilitated by the principal to foster greater understanding of one another's temperaments and personalities. (7.2, 5.5)• Teachers indicated that the principal is committed to and communicates the necessity for school improvement in every classroom. (1.4)	
Areas for Improvement <ul style="list-style-type: none">• Instructional priorities for increasing students' academic growth and achievement, could not be clearly and succinctly described during discussions with the principal, teachers, and leadership team. (1.1; 1.2; 3.6; 8.1)• While the principal conducts formal and informal observations, feedback is perceived by many staff as being limited in timeliness and specificity, particularly in regards to instructional methods necessary to advance rigor. (1.7, 1.9, 5.2)• Consistency and follow-through by the principal, particularly in matters pertaining to student misconduct, was communicated as a concern by staff, students, and parents. (1.4; 2.1; 2.2; 2.3)	

School Turnaround Principle #4: Curriculum, Assessment, Intervention Systems	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • Instructional resources aligned to the standards-based curriculum are readily available to teachers. (4.4) • Interventionists collaborate with classroom teachers to coordinate instruction for students who require additional academic supports. (4.5; 7.2) <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Classroom observations and focus group discussions revealed teachers' limited and inconsistent use of the district-created curriculum map. (4.1; 4.2; 5.3; 5.5) • Evidence collected during focus groups and classroom observations, revealed that formative assessments are routinely developed by teachers or selected from online resources, with no reasonable assurance that they measure the rigor expected in the academic standards. (1.5; 4.3; 4.4; 6.3) 	

School Turnaround Principle #5: Effective Staffing Practices	
Evidence Sources	
Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, Plan, Artifacts Provided by Bloomingdale Elementary School	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> • The school corporation has provided sufficient staffing (administrative assistant, case manager, and therapist), to assist the school's efforts to manage student behavior and to provide students with emotional, social, and behavioral supports. (1.3; 2.1; 2.2; 2.3; 5.4) • Professional development and schedule design afford opportunities, beyond the school day, for reflection on classroom practices, strategic planning, and review of performance data. (1.8; 5.3, 5.5) 	

Areas for Improvement

- The principal expressed the desire to hold more one-on-one meeting with staff to foster reflection about their performance, but has been inhibited in doing so due to constraints with behaviors, case conferences, parent meetings, etc. (2.1, 2.2, 5.2, 8.1)
- Physical education, art, and music and music teachers are assigned to the school on a part time basis, thus limiting students' exposure to these subjects and restricting opportunities for these teachers to engage with classroom teachers to generate plans for integrated thematic instruction. (5.4; 7.1)

School Turnaround Principle #6: Effective Use of Data

Evidence Sources

Individual Staff Interviews, Teacher Survey Data, School Leader Self-Assessment, Instructional Leadership Team Focus Group, Teacher Focus Group, District Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School

Evidence Summary

Strengths

- Evidence collected and observations made by the review team revealed that the instructional staff recognizes the importance of student performance data and expressed a desire to receive additional training to become more effective in their analysis and use of data. (3.5; 6.2)
- The administrative assistant has a process and procedures in place to track students' attendance and behavioral infractions, and uses the school corporation's codified instruments to do so with fidelity. (2.2; 6.1)

Areas for Improvement

- No evidence was presented that there exists a formalized response to intervention process, wherein data regarding students' academic and/or behavioral needs are analyzed, and from which possible remediation strategies could be developed. (6.2; 7.1; 7.2)
- Few details could be offered to explain how triangulation of data is used to identify and track students who potentially possess the need for special education services. (4.3; 4.5; 6.2)

School Turnaround Principle #7: Effective Use of Time	
Evidence Sources	
Classrooms Observations, Individual Staff Interviews, School Leader Self-Assessment, Instructional Leadership Team Focus Group, School Improvement Plan, Artifacts Provided by Bloomingdale Elementary School	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> Approximately fifty minutes each morning is dedicated to Professional Learning Community (PLC) staff development, collaboration, and/or planning. (1.8; 7.3; 5.5) Observed transitions, between activities within many classrooms, were direct and did not subtract from the effectiveness of lessons. (3.6; 7.1) <p>Areas for Improvement</p> <ul style="list-style-type: none"> Time constraints, within the school schedule, limit intervention periods for all qualified students who require expanded instruction in reading and/or mathematics. Additional time is required for the number of students in need of such remediation. (1.8; 7.2) Teachers indicated that it has been suggested that they observe one another to glean ideas for instructional practices, yet no time to do so has been scheduled. (7.3) 	

School Turnaround Principle #8: Effective Family and Community Engagement	
Evidence Sources	
Individual Staff Interviews, Parent Survey Data, School Leader Self-Assessment, Student Focus Group, Community Partner Focus Group, Teacher Focus Group, Instructional Leadership Team Focus Group, Artifacts Provided by Bloomingdale Elementary School	
Evidence Summary	
<p>Strengths</p> <ul style="list-style-type: none"> There has been over a ninety percent parent attendance rate at parent-teacher conferences during the last two years. (8.1) The school has offered academically related activities, such as parenting classes, math/reading/science nights, to in order to increase student learning. (8.1) Information gathered in parent and community focus groups revealed solid commitment to the school and the academic success of its students. Based on parent surveys, 86% of respondents strongly agreed or agreed that “The principal and teachers make parents feel welcome.” (8.1) 	

Areas for Improvement

- Despite after-school opportunities provided by the school, only sixty percent of parents surveyed agreed that the school addresses the needs of families in their efforts to support their own children's learning. (8.2)
- Most parents indicated the school has not provided them with copies of their children's schedules. (8.1)
- Only two individuals, both of whom were affiliated with the faith community, participated in the Community Focus Group, indicating limited support and/or attempts to solicit support from business, industry, and community-based organizations. (8.2)